

Best Practices of Technology Integration

Title: *Self-portrait's Projects*

Subjects(s): Performing- Visual Arts

Intended Grade Level(s): Middle School

Description:

Step 1: Discuss drawing of facial features with students.

Step 2: Research facial features of famous artists on the Internet.

Step 3: Research facial features of children's illustrators on the Internet.

Step 4: With the aid of mirrors and line drawing skills students will create a self-portrait using paper and pencil.

Step 5: Using a paint program and following proper directions the student will create a self-portrait.

Step 6: Teacher will create a self-portrait bulletin board. Michigan Curriculum Framework Reference Standard(s):

Curriculum Benchmanrks:

Content Standard 1: Performing- Visual Arts

Use materials, techniques, media technology, and processes to communicate ideas, and experiences.

Select materials, techniques, media technology, and processes to achieve desired effects.

Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.

Content Standard 2: Creating-Visual Arts

Apply knowledge of material, techniques, and processes to create artwork.

Apply knowledge of how visual characteristics and organizational principles communicate ideas.

Explore and understand prospective subject matter, ideas, and symbols for works of art.

Select and use subject matter, symbols and ideas to communicate meaning.

Select materials, techniques, and processes to effectively communicate ideas.

Employ organizational principles and analyze what makes them effective or not in the communication of ideas.

Integrate visual, spatial, and temporal concepts with content to communicate intended meaning in artworks.

Use subjects, themes, and symbols that communicate intended meaning in artworks.

Apply materials, techniques, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.

Create artwork that uses organizational principles and functions to solve specific visual art problems.

Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.

Content Standard 3: Analyzing in Content: Visual Arts

Generalize about the effects of visual structure and functions and reflect upon these effects in personal work.

Identify various purposes for creating works of visual art.

Understand there are different responses to specific artworks.

Describe and compare the characteristics of personal artwork.

Understand how personal experiences can influence the development of artwork.

Observe and compare works of art that were created for different purposes.

Describe and compare the characteristics of personal artwork to the artwork of others.

Describe how personal experiences influence the development of specific artworks.

Identify intentions of artists, explore the implications of various purposes and justify analyses of purposes of particular works

Reflect upon the characteristics and assess the merits of one's personal artwork.

Content Standard 4: Arts in Context: Visual Arts

Know that the visual arts have history and specific relationships to various cultures.

Know and compare the characteristics of artworks in various eras and cultures.

Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.

Content Standard 5: Connecting to other Arts, other Disciplines, and Life: Visual Arts

Understand and use comparative characteristics of the visual arts and other arts disciplines.

Analyze personal, family, and community connections that involve work by visual artists.

Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context.

Compare characteristic of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Instructional Technology Across the Curriculum Standard(s):

Benchmark(s):

Middle School Computer Benchmarks

6th grade Content Knowledge- Demonstrate the use of system commands or a computer program to control a technological system.

7th grade Content Knowledge- Use information technologies as tools for creative expression and communication of ideas.

8th grade Content Knowledge- Demonstrate the more advanced features of database computer applications in hands-on problem solving.

Middle School Online Telecommunications Benchmarks

8th grade Content Knowledge- Research Strategies:

To learn strategies for online searching which aid in the management and movement of data.

To explain and use online resources that are appropriate for the learner and the topic.

To organize and analyze information in order to draw conclusions and implications based on the online investigation.

8th grade Content Knowledge- Online Communications

To become familiar with Internet procedure.

Middle School Integration Into All Content Areas

Arts: Computer drawing programs for creative expressions.

Design compositions.

Multimedia production using still and live video.

Critique artwork.

Art history and appreciation involving sources on video and CD-ROM.

Detailed Timeline:

First week: Look on network at famous artist's portraits

Second week: Look on network at famous illustrator portraits

Third week: Review basic skills of drawing (eyes, noses etc.)

Fourth week: Line drawing of self-portrait on paper

Fifth week: Take students to computer lab and start review of paint draw program and tool bar.

Sixth – Ninth week: Complete computer self-portrait project Prior Learning, Interests,

Materials/Hardware/Software:

Books and Other Familiar Resources:

How to Draw Heads and Faces by Arthur Zaidenberg

Book list of Caldecott Medal Winners

Community Resources:

Public Library (bring in Caldecott Medal Winner books)

Technology Resources:

Paint Program

Overhead Projection Computer Machine

Internet Access

Web page composer such as Netscape Navigator

Web Sites:

<http://www.artcyclopedia.com/index.html>
<http://www.art.com>
<http://www.witcombe.sbc.edu/ARTHLinks.html>
<http://www.pasture.ecn.purdue.edu/~agenhtml/agenmc/china/china.html>
<http://www-fofa.concordia.ca/arth/AHRC/index.htm>
<http://www.uky.edu/Artsource/general.html>
<http://www.kn.pacbell.com/wired/art/art.html>
http://www.msstate.edu/Fineart_Online/art-resources/
<http://www.artswire.org/kenroar>
<http://www.michelangelo.com/buonarroti.html>
<http://www.paris.org/Musees/Louvre>
<http://www.nmaa.si.edu>
<http://www.ipl.org/youth/AskAuthor>
<http://www.bookwire.com/links/readingroom/readingroom>
<http://www.pbs.org/readingrainbow/rrlist.html>
<http://www.magickeys.com/books/>
<http://www.sos.state.il.us/depts/library/programs/kids/kids.html>
<http://andromeda.rutgers.edu/~jlynch/Lit>
<http://www.oir.ucf.edu/wm/paint/auth>

Prerequisite Student Skills:

Knowledge of basic drawing skills.
Knowledge of drawing facial features and shapes of faces.
Knowledge of use of basic tool bar in paint program.
Knowledge of basic skills of using the Internet.

Activities/Procedures:

Knowledge of drawing facial features
Learning Internet Search Skills
Learning a Paint Draw Program
Organization Skills
Task Time Management Skills

Assessment/Evaluation:

The student will complete two self-portraits, one by hand (using paper and pencil) and one following proper steps in a paint program.

Management:

High school computer helper
Experienced art students in the paint/draw program
Q-cards with directions of paint program
Q-cards with directions on the proper uses of the paint
Tool-bar and it's tools

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